Answer one question from each section. You must do a total of three (3) questions. Be sure each essay has a clear line of argument, addresses as many dimensions of the question as possible, and offers relevant, persuasive evidence from specific sources wherever possible. Good Luck!

I. Toward an Understanding of Colonial Culture

Why is the body an important archive for practitioners of colonial history? What do analyses of embodiment and corporality add to our understandings of colonial processes? What differences does a history of the body in colonial contexts make to the project of colonial history more generally?

What are the goals of colonialism and post-colonial studies? How have these fields evolved since the writings of Frantz Fanon and Edward Said (since the 60s and 70s)? What is the state of the field(s) currently, and what are or should be the trends of the future?

II. Theory and Practice

Citing specific scholars, explain what historians of colonial and post-colonial societies have learned from sociological, literary and anthropological methods and theories. What do historians still need to learn from non-historians to deepen our knowledge of the colonial, post-colonial and non-western pasts? In your assessment, what is the ideal relationship between colonial/post-colonial theory and historical research? Where do (or where should) historical methodologies intersect with the methodologies of other fields? Where do (or where should) they depart from other disciplines?

Using several well selected historical monographs illustrate your answers to the above questions and evaluate why you would or would not use the books as models for your own work.

Where do histories of empire leave off and those of indigenous peoples begin? How does one do imperial history without reproducing colonial forms of knowledge? To what extent are conquest, occupation, colonial "reform" and its cultural practices the result of colonizers' work and resistance or conformity by "natives"? Can we appreciate empire or native pasts without historicizing those relationships jointly, in tandem, as entangled histories?
III. Comparative Colonialisms and Empires

Scholars of Latin American history critically evaluated the transferability of subaltern studies to Latin America. Using this as an entry point, (i.e. Mallon’s article on subaltern history and Daniel Nugent’s use of the term), explain the benefits and pitfalls of studying colonial and post-colonial histories across space and time. Considering that historians focus on the particularities of time and space, what, if anything, can be learned from comparative colonialisms or from theories and interpretations developed in distinct spaces and times? Cite specific texts to illustrate your argument.

You’ve been asked to design a comparative empires course at the 300 level in a big public university in the Midwest. While your department chair has given you a great deal of flexibility in terms of how to structure the course, she would like to see histories of women/gender, labor, mobility and ethnicity fully incorporated into the survey's approach and into as many of its central themes as possible. In a carefully constructed course proposal, identify the three major pedagogical goals for the course and then go on to discuss the central themes that will be addressed over the weeks. Discuss three or four key readings that you will require of your undergraduate students and explain their significance to the intellectual architecture of the course.